+ 0

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| Domino Addition |

**Directions for Playing**

Children play in pairs. Have them find dominoes with 0 on one side and then write addition equations showing the sum (e.g., 3 + 0 =0). Strengthen students’ understanding of the commutative property by asking them to turn the domino and write another addition equations (e.g., 0 + 3 = 3).

+ 10

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| Ten More |

**Directions for Playing**

Students add 10 to see who has the larger sum. Students place the 10 card from the dots cards faceup to use as a visual to support their computation during the game. Have students shuffle the other dot cards and place them facedown. Students take turns picking a card, adding 10, and recording the number sentence. Players compare their sums and the player with the larger sum circles his number sentence and wins the round. Then players return their dot cards to the pile, shuffle the cards and play again.

Doubles

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| Squares |

**Directions for Playing**

The goal is to be the first player to have markers on four numbers that form a square on the game board. Students play with partners. Each pair needs a *Squares* spinner and game board along with markers. Players take turns spinning, finding the sum, and placing their marker on the board. The first player to have four markers arranged to form a square is the winner.

Making Ten

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| Fill Ten |

**Directions for Playing**

Each player begins by placing 0-9 beans on each of six ten-frames on their game board. The goal is for students to spin the number that will complete each frame (i.e., if 4 beans are on a frame, the student would need to spin a 6 to complete it). Players take turns spinning a 1-10 spinner and, if possible, adding that number of beans to complete one of their frames. If a number is spun that does not complete a frame, the player loses his turn. The first to fill all six ten-frames wins.

Using Tens

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| Exploring the Facts: Counters In and Out |

Visualizing the process of making 10 simplifies it for students. Have students use a double ten-frame and two color counters. Pull a fact card for students to solve (e.g., 8 = 3). Have students show 8 on one ten frame and 3 on the other. Ask students if it is easy or hard to tell the sum without counting each counter. Then have students use as many counters from the ten-frame with 3 to as needed to fill the other10 frame (2). Ask them how many counters. Is it easier to find the sum this way? Have students write 8 + 3 = \_\_, 10 + 1 = 11, and then they can fill in the 11 for 8 + 3.

Using Doubles

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| Problems |

Pose word problems to students, like:

There were 4 striped fish and 5 spotted fish. How many fish were there altogether?

Have them work with a partner to solve the problem. Observe the students as they work. Did they draw out and count the fish? Did they use previous knowledge of facts? Is any student uses a using-doubles approach, have them share out their thinking. If not, use a think-aloud t share doubles thinking.

*This fact looks a lot like 4 + 4. Only one number is different. It’s a 5 instead fo a 4. It seems like it would just be 1 more than 4 + 4. 4 + 4 = 8, so I think 4 + 5 = 9.*

Ask students if your thinking makes sense. Is your answer the same as theirs? Pose more problems and ask students to use doubles thinking to solve the problem.